

**Montclair State University**  
**Initial Teacher Preparation Employer Survey Summary**  
**Spring 2024**

What is your position?

Position	Total
Principal	96
Assistant Principal or Vice Principal	4
Superintendent	2
Supervisor	1
Teacher	0
Director of Instruction	1

Which grade levels does your school serve? (multiple selection)

Grade Levels	Total
Preschool, Elementary	26
Elementary	20
High School	14
Elementary, Middle School	13
Pre-School, Elementary, Middle School	13
Middle School	6
Middle School, High School	5
Preschool	5
Elementary, Middle School, High School	1

**Montclair State University**  
**Initial Teacher Preparation Employer Survey Summary**  
**Spring 2024**

How many years have you worked in your current school?

Years of Experience	Total
More than 6 years	64
1-3 years	16
4-6 years	16
Less than 1 year	6

Have you ever been a student at Montclair State University?

Yes	No
28	76

How many Montclair State University graduates have been hired at your school in the past five years?

Number of Montclair hires	Total
1	25
3	14
2	12
5	6
4	4
6	2

**Montclair State University**  
**Initial Teacher Preparation Employer Survey Summary**  
**Spring 2024**

Approximately how many non-Montclair graduates were hired as your teachers in your school in the past five years?

Number of non- Montclair hires	Total
1-5	24
6-10	25
11-15	7
16-20	4
21-25	2
26-30	3
31-35	0
36-40	1
50-100	1

**Montclair State University**  
**Initial Teacher Preparation Employer Survey Summary**  
**Spring 2024**

Please rate the level of teaching preparation of all the Montclair graduates hired at your school. In arriving at your rating, please keep in mind that a novice teacher should not be expected to possess the knowledge and skills of an experienced teacher.

Teaching Areas	Well prepared	Adequately prepared	Poorly prepared
Creates developmentally appropriate learning experiences	65	12	2
Plans measurable learning objectives aligned to standards & assessments	66	10	3
Incorporates knowledge of students' personal & cultural backgrounds to provide meaningful learning opportunities	68	8	3
Incorporates a variety of teaching strategies grounded in theory to engage students in meaningful & challenging learning.	63	12	4
Lessons include assessments that appropriately monitor & assess student learning & progress.	61	14	4
Enacts inclusive instruction that supports meaningful & challenging learning for all students.	63	11	4
Creates & maintains supportive & empathetic learning environments that are conducive to learning.	66	11	2
Models thoughtful use of instructional technology to support student learning.	65	12	2
Collaborates with stakeholders (colleagues, other professionals).	62	13	3
Works with families/guardians to support student learning.	64	12	3
Demonstrates integrity, honesty, & an understanding of professional ethics and responsibilities.	69	6	4
Is a reflective practitioner who uses evidence & feedback to improve practice & learning for all students.	60	13	4
Are able to make links between content knowledge and the New Jersey Student Learning Standards so students can learn in an accessible way.	63	13	3

**Montclair State University**  
**Initial Teacher Preparation Employer Survey Summary**  
**Spring 2024**

Overall, how well prepared do you feel Montclair graduates are to be effective teachers?

Extremely well prepared	Well prepared	Adequately prepared	Poorly prepared	Very poorly prepared
28	42	6	2	2

**Please provide any suggestions or comments for improving teacher preparation at Montclair State University.**

I believe novice teachers have begun to rely on pre-made lessons available online and are moving away from thoughtful, integrated lesson plans. There also needs to be more experience in data driven instruction.

I believe that MSU students are prepared when they enter the classroom. I think that their practical experience is very important.

As a proud graduate and current supervisor of math and science teachers, I can see firsthand how well-prepared Montclair State graduates are. However, there are areas where the teacher education program could be strengthened to better support new teachers in the field.

One critical area is helping future teachers learn how to effectively break down and teach content to middle and high school students (I assume elementary as well but I'm in a 7-12 school). While graduates have an excellent foundational knowledge of their subject matter, many new teachers struggle with translating that knowledge into lessons that are accessible and engaging for diverse learners.

Another area for growth is differentiation. Given the emphasis on reaching all students, it would be incredibly beneficial for Montclair State to provide more hands-on opportunities for teacher candidates to practice differentiating instruction. This includes strategies for adapting lessons to meet the needs of students with varying abilities, learning styles, and backgrounds.

**Montclair State University**  
**Initial Teacher Preparation Employer Survey Summary**  
**Spring 2024**

Montclair graduates leave with a strong education and content expertise, but providing additional focus on these practical teaching skills would empower them to be even more effective in their classrooms.

Classroom Management - consider a course with this focus. Also a requirement for gen ed teaching majors to have a course on meeting the needs of SE, ML and GT students. I can teach both if needed :-). I am currently an adjunct at MSU and I noticed this as a professor and principal that more development is needed in these areas.

Ensure that all students are observed in classroom environments, are evaluated using district evaluation systems, and receive support with feedback/recommendations to refine their practice.

We have had many successful teachers join us from Montclair State. However, classroom management and time management often remain areas for growth. Additionally, adjusting to a sense of entitlement can sometimes be challenging.

MSU could enhance teacher preparation by emphasizing effective classroom management strategies, particularly in addressing challenges during instruction...you should provide future educators with practical tools and real-world scenarios to handle diverse classroom dynamics...this will prepare them to maintain a positive learning environment as well as engage students positively

Provide educational job fairs and/or advertise them better

With increasing special education populations and students exhibiting challenging behaviors, all teachers need to be trained to work with varying levels of abilities and behaviors.

The Montclair State University education preparation program is highly effective in providing the prerequisite skills needed to teach this generation of students academically, socially, and emotionally.

Allow them to be exposed to the basic operational items (copy machines, navigating teacher's lounge, when to listen/not to listen to staff gripes, mindful of their speech when addressing concerns to admin.)

We struggle to hire candidates for math, science and Spanish.

Please provide course work on classroom management,

**Montclair State University**  
**Initial Teacher Preparation Employer Survey Summary**  
**Spring 2024**

Montclair needs to be more helpful to working professionals in my opinion based on my experience.

We enjoy having Montclair State students at our school. They are always well prepared, very professional, enthusiastic and eager to work our students and teachers. They make a positive impact in our school! Thank you!

Work on reflection: helping undergraduates making learning more visible and visual. Think through the balance between teacher talk/student talk.